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LTC Newsletter

Ryan C. Harris Learning Teaching Center

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Fall 8-1-2010

# LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

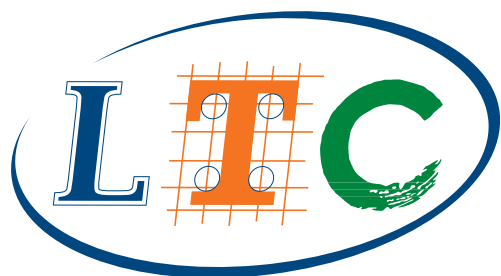
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Ryan C. Harris

LEARNING TEACHING CENTER

# NEWSLETTER

FALL 2010

## Campus Moves Forward with Major Curricular Innovation

In April, 2010, after a spirited, complex and extended process involving challenging, productive dialogue and efforts from hundreds of faculty, the Common Academic Program (CAP) was passed in the Academic Senate. The program formulation period is over; now the creative, potentially fun and generative, sometimes messy process of implementation begins. Full implementation of CAP will begin with the undergraduate class that enters in Fall Term, 2013. However, much work in experimenting with, piloting and evaluating elements of the new curriculum will begin right away. Faculty are encouraged to take an active part in the new faculty development and curriculum-building opportunities that will be made available beginning this Fall. These opportunities will be announced via email, so stay tuned.

Whether you have been deeply involved in the process to date, or just becoming aware of this potential for significant curricular renewal, you can't deny that CAP holds the promise of being distinctive. Three of the primary distinctive elements include: (1) it seeks to build a developmental curriculum over the four years of students' course of study; (2) It seeks to highlight integrative, inquiry-based learning, and so aims to connect required CAP components more intentionally with requirements in students' majors (rather than being removed and separate from majors); and (3) CAP aims to promote Catholic and Marianist traditions of education more clearly. CAP is an effort to focus on shared goals for student learning across campus, guided by the seven learning outcomes in the University's 2007 assessment plan (for more, see [http://assessment.udayton.edu/univ\\_level\\_learning\\_outcomes.htm](http://assessment.udayton.edu/univ_level_learning_outcomes.htm)).

As curricular renewal unfolds, the earliest experiments will take place in some first year humanities courses. In May, 2010, the College of Arts & Sciences' Humanities Base Workshop focused on "Fostering Commonality and Connections." Participants were asked by facilitator Steve Wilhoit to identify faculty development issues that need to be addressed for the program to succeed. Responses to that question included training and workshops, an effective orientation, access to funding and resources, access to information, better communication, more interaction with each other, more collaboration, physical space that encourages collaboration, supportive technology, and supportive systems and structures.

In July, Dean Benson led a team of Humanities base chairs or designates to the Association of American Colleges and Universities' Engaging Departments Institute in order to develop an action plan for developing the first year CAP humanities courses, a first step in curricular renewal of UD's general education. Also, Associate Dean Pair led a group of science faculty to the SENCER Summer Institute, gathering to consider how best to engage students in the sciences, technology, engineering and mathematics and the civic issues in which they play an integral role.

Significant resources are being aligned to enable the important work ahead. As recommended in the CAP proposal, an Assistant Provost position is being created and the search will take place in the Fall. In addition, a first year humanities coordinator

(continued on next page)

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### LTC At-a-Glance

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Patty Lamb, LTC Coordinator

David Thomas, Night Coordinator

Adrienne Niess and Andrea Wade, Communications

### **Campus Moves Forward** *(continued from previous page)*

will be appointed, as well as a Director of CAP Instructional Development and Assessment. These positions are designed to support the work of curricular renewal and assessment. In addition, some LTC faculty development efforts will be aligned to support the CAP effort, and the LTC Innovation Grant process will, in the short term, target awards to support CAP efforts.

UD has a tremendous opportunity to promote distinctive graduates through a distinctive common academic program infused with Marianist characteristics. A distinctive approach to faculty development will also be essential, and indeed, faculty are already pursuing these opportunities. Listen to colleagues' experiences as they seek ways to foster curricular renewal in a way that engages peoples' minds and talents. You will see many opportunities to learn from campus initiatives as they emerge. ■

### **LTC Innovation Grants Retrooled to Support CAP**

The availability of competitively-awarded grants to support curricular innovation has been an important service offered by the LTC since its opening in 2000. On occasion, we have revised the Request for Proposals (RFP) for the LTC Innovation Grants to help address the emerging needs of faculty and academic programs.

To help support the significant faculty effort in designing or redesigning courses to support implementation of the Senate-passed Common Academic Program (CAP), the LTC Innovation Grant RFP will itself be redesigned for the time being to support CAP. In other words, the funds disbursed through the LTC Innovation Grant RFP will be targeted to support CAP curricular renewal. **Consequently the RFP for the LTC Innovation Grants will not be issued for 2010-11 with the same criteria or deadlines that had been used in the past.**

The new direction for the grants to support CAP will be shaped in the near future. As of the publication date of this newsletter, the details of the revisions to the RFP or the review process are not known. When the revised RFP has been completed it will be shared with faculty by email during fall 2010.

If you have questions regarding the redesigned LTC Innovation Grants, please contact the Director of Curriculum Innovation and E-Learning, David Wright, at 229.4604 or [David.Wright@notes.udayton.edu](mailto:David.Wright@notes.udayton.edu). ■

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the fall and spring semesters. It is designed to stimulate understanding and innovations in learning and teaching and focuses on professional growth and development of faculty, along with listing developmental opportunities.

# Celebrating the LTC's 10th Anniversary

2000



2010



2010 marks the tenth anniversary of the opening of the Ryan C. Harris Learning Teaching Center. Built at the time when higher education was beginning the transformation from an instructional-to learner-centered paradigm, the LTC has become a powerful resource in supporting the learning and teaching needs of faculty, students and staff. Shaped by campus needs, four offices have emerged within the LTC and have formed partnerships across campus to catalyze innovations in student academic success and faculty and staff professional and leadership development.

Since opening in 2000, 77% of the faculty have participated in some form of regularly-scheduled faculty development programming in the LTC. Over 400 faculty have participated one or more times in the Faculty Exchange Series. Over 200 faculty participated in the Teaching Fellows Program. Over 200 faculty and staff have taken part in Leadership UD. Over 80 faculty have received funding from the LTC Innovation Grants program. In this last academic year alone, Write Place consultants held 1,195 sessions with 647 students, Student Learning Services tutors held 1,378 tutoring sessions for 553 students and 764 students attended Supplemental Instruction sessions.

As we look to the future, we anticipate the LTC will continue to adapt to support and facilitate new initiatives. This edition of the LTC Newsletter illustrates the exciting developments we can expect as the campus prepares to implement the Common Academic Program, as we discover new ways of improving student academic success, as learning and discovery occurs in the context of cloud computing, and as ideas are increasingly expressed in new forms of digital media. ■

## Our Vision

Enhancing potential through transformational learning

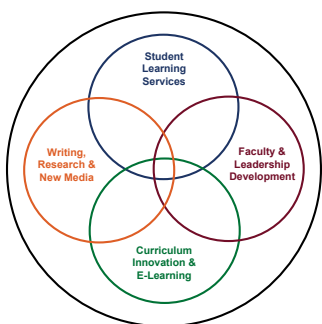
## Our Mission

With enthusiasm and experience we foster a culture of transformational learning through professional and leadership development, educational technologies, and student learning support. Working collaboratively, we support campus initiatives by providing a framework for academic excellence. Our diverse programs, services, resources, and environments both serve and lead the university in new approaches to maximizing learning

## Our Values

Character, Commitment, Communication, Community, Dynamic Environment, Ethics, Faith, Fun, Impact, Innovation, Leadership, Professionalism

Ryan C. Harris  
LEARNING TEACHING CENTER



## Ryan's Dream

Like many students, Ryan arrived on UD's campus ready to demonstrate that he could succeed in a very demanding academic environment. Ryan did just that and successfully negotiated having a disability through determination and support. At the end of his second year experience, Ryan wrote a paper in which he described a vision of a learning center on campus where students with disabilities could access state-of-the-art technology, as well as a caring and expert staff.

Ryan's life ended young; however, Ryan's dream is alive and well. Through a generous donation, Ryan's father not only equipped an assistive technology lab, but also expanded Ryan's dream to create a space designed to instill passion in all students and faculty for learning and teaching. The Ryan C. Harris Learning Teaching Center is proud to be dedicated to the memory of a UD student and to fulfilling his dream.

## Alumni Awards in Scholarship and Teaching

On behalf of the University of Dayton Alumni Association, the Faculty Awards Committee makes two awards that recognize nominated faculty who have made distinguished contributions to scholarship and teaching. Individual faculty or teams of faculty can be recognized using the guidelines and selection criteria described on the LTC Web site (<http://LTC.udayton.edu>). Recipients of the awards receive \$3,000 and will be invited to make public presentations at appropriate ceremonies and forums.

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### 2010 Alumni Award in Scholarship – Dr. Youssef Raffoul



Dr. Youssef Raffoul has been an outstanding and highly productive faculty member in the Department of Mathematics since joining the University of Dayton in 1999. Dr. Raffoul was honored for his significant contributions to research with the 2005 College of Arts and Sciences Award for Outstanding Research. Dr. Raffoul has sustained a high level of productivity throughout his career publishing over 55 peer-reviewed papers in some of the most prestigious journals in differential and integral equations. His remarkable rate of production has not diminished, with 35 papers published or accepted in the last four years and 12 more submitted and in review. Several of his articles have appeared on “Science Direct Top 25 hottest articles” list, a quarterly compilation of the most frequently downloaded journal articles in every academic discipline.

He has established a broad international set of collaborators. His theoretical work produces new mathematics, but some of his research is applicable to other disciplines. In recognition of the importance of some of his work to economics and ecological system dynamics, he was awarded a Sustainability, Energy, and Environment grant from UD. He also was awarded a grant by the Scientific and Technological Research Council of Turkey to travel to Turkey to collaborate with colleagues to use stochastic differential equations to model economic processes.

Dr. Raffoul has established an impressive network of international collaborators. This can be seen from the coauthors on his publications and from the workshops he organized in Turkey. He continues to build on and to expand this network. Dr. Raffoul’s collaborations extend to students as well, where he has published four peer-reviewed joint publications with three of his students. His work has been cited about 200 times by more than 40 different researchers. The respect that the mathematics community has for Dr. Raffoul is seen by his position as a referee for some of the top journals in his research area. He is also currently serving on the editorial board of three well-respected journals in the area of differential equations.

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### 2010 Alumni Award in Teaching – Dr. Pércio Castro

Dr. Pércio Castro has been an outstanding and highly productive faculty member in the Department of Languages since joining the University of Dayton in 1994. Dr. Castro has distinguished himself as an outstanding and innovative educator who challenges his students to understand the world around them in engaging ways. He is a demanding teacher who sets high standards and students regularly comment on how much they learn in his courses. Dr. Castro has developed very popular courses centered on Spanish and Ibero-American cinema. In these courses students comment that Dr. Castro’s approach and instruction makes them think deeply about controversial topics and their own stereotypes and prejudices. He brings his scholarship into these courses by sharing his research findings with students, which motivates them to sharpen and develop more fully their analytical skills to utilize language on a more abstract level. In addition to more traditional instructional tools, he makes use of multi-media, web assignments, small group and paired activities. According to his faculty peers, his teaching style is a model for teaching foreign language, culture and literature.



Dr. Castro serves students both inside and outside the classroom. He eagerly mentors students for Learn, Lead, and Serve projects as well as advising honors theses. He regularly conducts workshops for foreign language education majors. Furthermore, he developed and directed a month-long Spanish immersion program in Santiago, Chile, which included a service learning experience for students as well as a month-long Spanish immersion program in Costa Rica. Finally, Dr. Castro was awarded the 2005 College of Arts and Sciences Teaching Award in recognition of his teaching excellence, and he was subsequently acknowledged in Ohio Magazine as one of the State’s outstanding educators. ■

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*The 2010 Faculty Awards Committee, appointed by the Provost, consisted of Chair Peter Powers (Physics) and committee members Guru Subramanyam (Electrical and Computer Engineering), Messay Kebede (Philosophy), William Lewis (Management and Marketing), Charles Russo (Educational Leadership), Joyce Dean (Alumni Relations), Mike Krieger (University Libraries), Teresa Finnegan (student), and Matthew Puccetti (student).*

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# Blended Learning: The 21st-Century Learning Environment

## An Online Conference Hosted by the LTC

Wednesday, September 15, Noon to 5:30 PM, LTC MeetingSpace

Thursday, September 16, Noon to 5:00 PM, LTC TeamSpace

Join us September 15–16 for “*Blended Learning: The 21st-Century Learning Environment*,” an online conference offered by the Educause Learning Initiative (ELI) and hosted by the LTC. This virtual event allows you to exchange ideas and collaborate interactively with the ELI community—all without leaving the campus.

We will examine the potential of blended learning instructional models, student learning outcomes, and successful implementation practices. The session will bring together professionals from across the country to explore how today’s model of blended learning can help institutions design and deploy successful blended learning offerings at many levels.

The program will include a series of keynote presentations, general sessions, project rounds, and discussion breaks designed to help participants more deeply connect with the content and with each other. A detailed list of individual sessions will be available in late-August and will be distributed by email.

To register for this conference, please contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or call 229.3309. ■

### What is Blended Learning?

Somewhere between a traditional face-to-face course and a completely online course, blended (or hybrid) courses involve a mix of 30-80% content delivered online and the rest in-person in a typical classroom or laboratory setting. There is great interest in this format as it combines the need by many disciplines for face-to-face meetings with the schedule flexibility desired by students.

## Join a Community of Faculty Committed to Improve Teaching and Learning

### Interested in teaching in the LTC Studio?

The John O. Geiger Studio is an experimental classroom and laboratory for innovative teaching located in the LTC. Teaching in the Studio allows faculty to experiment with new pedagogies and share their experiences with other faculty in a collaborative and supportive setting. The Studio supports faculty who want to explore the scholarship of teaching and widen their repertoire of student-centered learning strategies. Class sizes cannot exceed 24 students. Faculty teaching in the Studio are expected to share their experiences with other instructors in a “Community of Practice” and are exempt from standard student course evaluation procedures.

A call for applications to teach in the Studio during the spring term, 2011, will be distributed early in the fall semester. If you have any questions, contact the LTC ([LTC@notes.udayton.edu](mailto:LTC@notes.udayton.edu) or 229.4898) or Molly Schaller ([Molly.Schaller@notes.udayton.edu](mailto:Molly.Schaller@notes.udayton.edu) or 229.3677).

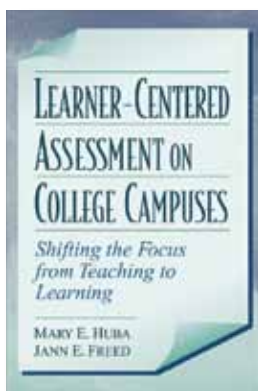
More information on the Studio, application, and the “Community of Practice” can be found at <http://LTC.udayton.edu>.



### SAVE THE DATE! Saturday, October 23 8:15 a.m. - Noon

### Fall Part-time Faculty Workshop

This fall’s Part-time Faculty Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, October 23, 2010, from 8:15 a.m. to Noon. Details of the sessions are still being finalized, and a letter of invitation and program will be distributed in September. For more information, please contact Lora Butcher, Faculty Development Coordinator, at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or 229.3309.



## Reading Group #1:

### *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*

*Facilitated by Elizabeth Harrison (LTC, Office of Student Learning Services)*

Take part in an extended discussion of assessment, teaching, and learning in a learning-centered environment in this reading group facilitated by Beth Harrison. The common reading will be Mary Huba and Jann Freed's *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. The LTC will cover the cost of the book in exchange for your agreeing to attend each of the six facilitated discussion sessions.

*Learner-Centered Assessment on College Campuses* provides an especially useful prompt for discussion as UD continues to plan for implementation of the new Common Academic Program (CAP). Participants will consider what it means to shift from a teacher-centered paradigm of instruction to a learner-centered paradigm. The book offers practical approaches to help formulate intended learning outcomes, gather feedback from students to guide instruction, and develop scoring criteria for guiding and evaluating student work.

Huba and Freed provide opportunities for readers to make connections with what they already know about assessment, integrate new information with their current knowledge, and try new approaches to enhance the learning of their students. The book will help readers see the connection among three powerful trends in higher education today: the focus on learning and learners, the emphasis on the assessment of learning, and the need for those in higher education to continually rethink what they do. Join the discussion group and help initiate a lively, collaborative exploration of all these issues as they inform our work at UD!

Mary E. Huba is a professor in the College of Education at Iowa State University, where she also serves as Assessment Coordinator. Dr. Huba teaches courses, conducts research, and consults in the areas of assessment and program evaluation. She has helped several colleges and universities refine their assessment plans and develop their assessment programs.

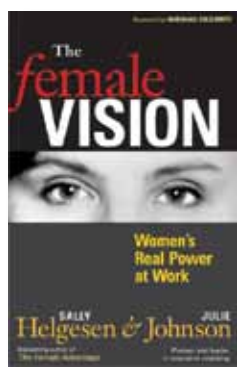
Jann E. Freed is a professor of Business Management and the division chair of the Behavioral Sciences at Central College in Pella, Iowa. Dr. Freed has co-authored two books and several articles on continuous quality improvement in higher education. ■

#### Thursdays

**11:00 AM - 12:00 PM**

9/16 -- LTC MeetingSpace  
9/30 -- LTC MeetingSpace  
10/14 -- LTC MeetingSpace  
10/28 -- LTC MeetingSpace  
11/18 -- LTC MeetingSpace  
12/9 -- LTC MeetingSpace

To register, contact Lora Butcher at  
[Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu)  
or call 229.3309.



## Reading Group #2:

### *The Female Vision: Women's Real Power at Work*

*Facilitated by Molly Schaller (Counselor Education and Human Services)*

Do women lead differently than men? Sally Helgesen and Julie Johnson in their book *The Female Vision: Women's Real Power at Work* argue that not only do women lead differently, but as they lead, they notice and pay attention to a different set of factors when making decisions in the work place. If this is true, are there ways to harness women leaders' insights so that our organizations can function better? How does the Female Vision impact what we do at UD? This reading group, co-sponsored by the Women's Center, is the third in a series examining women's experiences in leadership within higher education. Attend the session, get a book.

Sally Helgesen is a world expert in the field of women's leadership and the author of five highly influential books. Her bestselling *The Female Advantage: Women's Ways of Leadership*, widely hailed as "the classic work" on what women have to contribute to organizations, has been continuously in print for 20 years. She is also the author of *The Web of Inclusion: A New Architecture for Building Great Organizations*. She has led seminars at the Harvard Graduate School of Education and Smith College, and has been a visiting scholar at Northwestern University and Lauriston Institute in Melbourne, Australia. Julie Johnson is considered one of the pioneers in the field of executive coaching and has coached hundreds of senior executives in blue chip global organizations. Prior to establishing her leadership coaching practice, Julie was Vice President of Executive Education at Merrill Lynch, Assistant VP of Human Resource Planning at General Foods, and Director of Recruiting at Vinson and Elkins. She began her career as Director of Placement at Stanford Law School. ■



#### Thursdays

**12:00 PM - 1:15 PM**

10/14 -- LTC MeetingSpace  
10/28 -- LTC MeetingSpace  
11/11 -- LTC MeetingSpace

To register, contact Lora Butcher at  
[Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu)  
or call 229.3309.

## Reading Group #3: *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*

*Facilitated by Elizabeth Harrison (LTC, Office of Student Learning Services)*

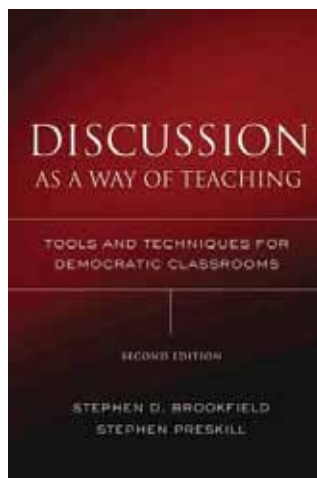
Thoroughly revised and updated, the second edition of the landmark book *Discussion as a Way of Teaching* shows how to plan, conduct, and assess classroom discussions. The first edition of the book has been a favorite of many UD faculty. The reading group will explore the new edition of the book and offers participants the opportunity to discover how to enliven classroom discussions. The LTC will cover the cost of the book in exchange for your agreeing to attend each of the six facilitated discussion sessions.

Authors Stephen D. Brookfield and Stephen Preskill suggest exercises for starting discussions, strategies for maintaining their momentum, and ways to elicit diverse views and voices. The book also includes new exercises and material on the intersections between discussion and the encouragement of democracy in the classroom. This revised edition expands on the original and contains information on adapting discussion methods in online teaching, on using discussion to enhance democratic participation, and on the theoretical foundations for the discussion exercises described in the book.

Throughout the book, Brookfield and Preskill outline practical methods for ensuring that students will come to class prepared to discuss a topic. They also explain how to balance the voices of students and teachers, while still preserving the moral, political, and pedagogic integrity of discussion.

Stephen D. Brookfield is Distinguished University Professor at the University of St. Thomas in Minneapolis-St. Paul, Minnesota. A prolific writer, he is a three-time winner of the Cyril O. Houle Award for Literature in Adult Education for *Understanding and Facilitating Adult Learning*, *Developing Critical Thinkers*, and *Becoming a Critically Reflective Teacher*.

Stephen Preskill is Regents Professor of Education in the Department of Educational Leadership and Organizational Learning in the College of Education at the University of New Mexico. He has written extensively on the history of educational reform, the connections between education and democracy, and the role leaders and activists have played historically in fostering meaningful change.



### Thursday

**11:00 AM - 12:00 PM**

9/23 -- LTC Forum

10/7 -- LTC TeamSpace

10/21 -- LTC Forum

11/4 -- LTC Forum

11/18 -- LTC Forum

12/2 -- LTC Forum

To register, contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or call 229.3309.

## How to Improve Your Courses with Student Feedback:

### Sign Up for the Midterm Instructional Diagnosis

Need some insight into your student's thoughts about your class and how you can help them learn? Try the Midterm Instructional Diagnosis (MID). This is offered each semester to all faculty and results can be insightful; the MID provides the feedback to instructors on what is working in a class and what needs to improve. Students have praised the process because it communicates faculty interest in their learning. The process is voluntary, confidential and formative. The deadline to submit a MID request for the fall semester is Friday, September 24.

We also invite faculty who have had MID's performed in their own classes to step forward to help facilitate MID's for other faculty. We have a simple set of instructions that explains the entire process. The bottom line is that facilitating the MID is as powerful a learning experience as having the MID for your own course. It is not a large time commitment, but offers a powerful opportunity to improve your own teaching vicariously through hearing students talk about learning. Let us know if you would like to join the list of MID facilitators.

If you have any questions, please contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or call 229.3309. More information on the MID and a request form can be found at: <http://LTC.udayton.edu>. ■

*Author details and book descriptions based on publishers' web sites.* ■

## FACULTY SABBATICALS

The faculty sabbatical eligibility list and notification process is now being administered by the Associate Provost for Academic Affairs and Learning Initiatives. The sabbatical timeline outlined in the Faculty Handbook (Section XI:4:G, pages 129-130) remains the same.



# FES

## Faculty Exchange Series

The Faculty Exchange Series (FES), introduced in the fall of 1998 and sponsored by UD's Faculty Development Committee, is facilitated by faculty and staff from our campus community and provides opportunities for exploration of issues and topics important to UD faculty. The subjects and topics are generated and hosted by faculty and staff through a proposal process. Topics range from instructional issues to programmatic, curricular, scholarship, or campus life issues – anything that would foster faculty growth and professional development, and enhance the quality of work life. We hope you take these opportunities to discover what the LTC has to offer you and your students.

**All sessions will be held from 12:00 - 1:15 PM in the Forum of the Ryan C. Harris Learning Teaching Center (LTC), located on the ground floor of Roesch Library. Lunch will be provided.** To attend one or more of these sessions, please contact Lora Butcher, Faculty Development Coordinator, at 229.3309 or [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu).

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### SEPTEMBER

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**Tuesday, September 14**

#### **Electronic Theses and Dissertations at UD: What Faculty Need to Know**

*Hosted by: Emily Hicks (Roesch Library)*

The University of Dayton has implemented the option of submitting theses and dissertations electronically via the OhioLINK ETD Center. This session will review the new online guide to writing and submitting a thesis or dissertation at UD and discuss the new processes involved. This session will be of interest to faculty who work with graduate students preparing theses or dissertations, regardless of final format—print or electronic.

**Thursday, September 16**

#### **Scholarship 2.0**

*Hosted by: David J. Wright (LTC, UDit), Hector Escobar (Roesch Library), and Heidi Gauder (Roesch Library)*

The rise of electronic journals, textbooks, e-readers and social networking tools is changing the face of scholarship. This session explores these and other technologies and how they can impact faculty recognition for scholarly work, and how student learning is impacted by the changing face of communicating new discoveries. As Ohio and the nation reinvigorate for the future, UD and other educational institutions will be called on to produce graduates that rely on these new forms of creating and sharing ideas to help power a new innovations-based economy.

**Tuesday, September 21**

#### **Cloud Computing: What are the Benefits and Risks?**

*Hosted by: David J. Wright (LTC, UDit), Karen Bull (UDit), and Dean Halter (UDit)*

Cloud computing can be described as the use of distant computing resources (servers, software and networks) and the diminished need for saving files on a local desktop or laptop computer. A popular example is Google Docs. As UD considers the options in moving

### CALL FOR PROPOSALS

The deadline to submit a FES proposal for Spring 2011 is **Friday, October 22, 2010**. If you have any questions, please contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or call 229.3309. More information on the FES and the request for proposals can be found at: <http://LTC.udayton.edu>.

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forward with cloud computing, we need to be sensitive to both the benefits and risks associated with cloud computing. The benefits include greater collaboration and easier access to your information from all the computing and mobile devices you own from wherever you are located. This session allows an exploration of these benefits, but also allows a discussion of the potential risks.

### **Wednesday, September 22**

#### **Dayton's Neighborhood School Centers: Enrich Your Teaching with Service Learning in Dayton Public Schools**

*Hosted by: Joanne Troha (Fitz Center for Leadership in Community) and panel*

Each year close to 300 UD students participate in service learning or volunteer service in Dayton's five Neighborhood School Centers. The goal of the NSCs is to create schools that anchor their communities through strong academics and positive activities for all residents. Requests from the schools accommodate nearly every discipline at UD. Examples last year included: a class of mechanical engineers reinforced science and math by building robots with kids; dietetics students presented "healthy lifestyles" in after-school lessons; biology and math classes were matched with youngsters for special, semester-long projects.

The Fitz Center offers a full range of support services to help UD faculty find curricular ties to this invaluable community service. Whether you're new to UD, looking for a new direction, or simply interested in the NSC initiative, now in its fifth year, come for discussion! Topics will include: current opportunities in K-8 schools for service learning for your students; advice from experienced UD faculty; role of the Fitz Center in project development, logistics, and help with preparing and placing students; and ways to incorporate solid reflection and assessment.

### **Monday, September 27**

#### **Incorporating a Gender Focus in First-Year Humanities Courses**

*Hosted by: Rebecca Whisnant (Philosophy, Director of Women's and Gender Studies), Caroline Merithew (History), John McCombe (English), Peggy DesAutels (Philosophy), and Ernesto Velasquez (Philosophy)*

The Common Academic Program calls upon the Humanities departments to address the diversity outcome in our first-year courses. One element of diversity that affects our students' lives in multiple ways every day is gender. This panel will feature several Humanities faculty members who have successfully incorporated significant gender-related content in their first-year courses. Each will discuss what s/he has done, what challenges were involved and how s/he addressed them, and why s/he believes it is important to introduce students early on to the academic study of gender issues. An open discussion will follow. Although this panel focuses specifically on the Humanities, other faculty teaching first-year students will find it useful as well.

### **Wednesday, September 29**

#### **Hand in Hand and Living with Loss**

*Hosted by: Sr. Mary Louise Foley (Campus Ministry) and Sr. Kathleen Rossman (Campus Ministry)*

This session will explore two of the support groups provided by Campus Ministry. Hand in Hand is a program of support and care for single, pregnant women at the University of Dayton. Living with Loss is a program offered to students who have experienced the death of a family member or a person who was significant in their lives. We encourage faculty and staff to attend to learn about these important mechanisms to help students.

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## **OCTOBER**

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### **Tuesday, October 5**

#### **Creativity at Work**

*Hosted by: Dude Coudret (LTC, Office of Student Learning Services)*

Tired of doing the same old thing in the classroom? Feeling a lack of new ideas? Participants in this session will engage in several hands-on activities designed to stimulate their creativity. Together we will identify challenges in the creative process and explore strategies to overcome those challenges.

*(continued on next page)*

**Wednesday, October 6**

### **Teaching with Learning in Mind**

*Hosted by: Guest speaker, Ann Anzalone (Teacher and Consultant)*

Ann Anzalone is a nationally-recognized teacher, trainer, and consultant on learning. Who helps educators from K-12 to college consider best practices in learning and teaching. Her experience covers a range of topics including communication skills, community building, learning styles, cooperative learning, study skills and stress management. Also, her presentations are very practical and focus on the development of techniques, strategies and tools to optimize learning.



During this session, attendees will discover three principles to organize lectures for optimum memory and recall. Learn how learning styles impact learning. Know what to suggest to students when learning is difficult for them. Teach them how to study smarter.

**Wednesday, October 13**

### **Leadership in the Academy: Faculty/Administrator/Faculty Transitions**

*Hosted by: Joe Untener (Engineering Technology)*

One unique aspect of a career in higher education is the ability to move from a traditional “entry level” role of a teacher/researcher into an administrative role and then back again. In most careers, a decision to enter a management track is an irreversible one. Also, the role of department chair, a typical first move into administration, often follows a “leader among peers” model and differs in both substantial and subtle ways from a move into management in other career fields. Another unique aspect of the academy is that the selection process often is driven by those who will then report to this administrator. These differences have a tremendous effect on leadership within a university and make much of the “management” research non-transferrable to the academy. This session will offer a brief discussion of these issues including questions such as:

- As a faculty member, what should one consider before taking an administrative role? What are the implications of such a move?
- As an administrator, what should be considered before returning to a traditional faculty role?
- As a department, what is the best way to manage leadership over time and how might we be sure to identify those best-suited for these roles? What are the implications of the decisions?

This session will not present a tremendous amount of research in the field, but will rather offer reflections of the presenter and welcome discussion from the participants.

**Wednesday, October 20**

### **No Tech, Low Tech, High Tech Too – Discover Teaching Strategies that Work for You!**

*Hosted by: Dude Coudret (LTC, Office of Student Learning Services)*

Participants in this session will explore both low tech and high tech learning and teaching strategies designed to increase student engagement in the classroom. Several specific strategies will be demonstrated during this interactive session. Participants will leave with new strategies for their “bag of teaching tricks!”

**Friday, October 22**

### **Mindfulness Meditation: Stress Reduction for You and Your Student**

*Hosted by: Rebecca Cook (Counseling Center) and Punita Gandhi (Counseling Center)*

The aim of the workshop is to introduce and guide you through 1-2 mindfulness exercises that will assist you in relaxing, paying closer attention to your inner dialogue, and feeling rejuvenated. You may practice these exercises by yourself or even introduce them in your work with your students. People who have tried mindfulness meditation frequently report feeling calm, peaceful, and refreshed. If you have further questions about this please contact Rebecca Cook, Ph.D. or Punita Gandhi, Ph.D. at 229.3141. We look forward to seeing you at the workshop!

*All sessions will be held from 12:00 - 1:15 PM in the Forum of the Ryan C. Harris Learning Teaching Center (LTC), located on the ground floor of Roesch Library. Lunch will be provided.*

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Thursday, October 28

### E-books: From Print to Pixels

*Hosted by: Hector Escobar (Roesch Library) and Fred Jenkins (Roesch Library)*

Electronic books have never been as popular as now. With mobile technology, such as the iPad, access to and awareness of electronic books is increasing every day. Come learn about the history of electronic books, the role they are playing in today's world of academia, and their potential impact in years to come. Also, we will discuss the various formats of e-books that currently exist, the current state of the electronic publishing market, and what e-book resources are available to the UD community.

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## NOVEMBER

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Friday, November 5

### Service to What End? How Service Learning in ANY Course Can Guide Students and Faculty to the Core Learning Outcomes of the Habits of Inquiry and Reflection

*Hosted by: Kelly Bohrer (Center for Social Concern), Joanne Troha (Fitz Center for Leadership in Community), and Nick Cardilino (Center for Social Concern)*

Our students complete thousands of hours of service every semester. But to what end? Sometimes faculty may be surprised to find out that the lessons gained through service learning go beyond their original objectives. HIR can help faculty anticipate and plan for the variety of outcomes that can result from a good service learning assignment. Service Learning in any discipline is well suited to take students beyond altruistic volunteering in order to develop academic and religious inquiry skills, community living skills, cultural understanding, practical wisdom in addressing human needs, critical evaluation of injustices, and vocational reflection (see [http://www.udayton.edu/artssciences/about/documents/MEWG\\_Final\\_Report.pdf](http://www.udayton.edu/artssciences/about/documents/MEWG_Final_Report.pdf)).

Join us to reflect on how service learning helps us appreciate the HIR learning outcomes and to discuss how others have used service learning to build the skills, knowledge, and attitude needed for students to act for social change.

Wednesday, November 10

### Student Behavior: What is the University Doing to Address It?

*Hosted by: Debra Monk (Community Standards & Civility)*

This session will provide a short overview of the student conduct system at the University. What happens to a student when they are "written-up" for alcohol? How many students find themselves in this process? Is it true that 'student court' gives mandatory fines for alcohol? This session will cover these questions as well as discuss strategies for building community and helping students to connect their social lives with their academic and career paths as full citizens. If you want to learn more about the process to aid students in their journey or if you want to ask questions about things you have heard about the process, this session will address those issues and more.

Tuesday, November 16

### Professional and Mother: The Challenges of Balance in Higher Education

*This session is the first of a series focusing on work/life balance; look for additional sessions in future semesters!*

*Hosted by: Molly Schaller (Counselor Education & Human Services) and Shawn Cassiman (Sociology, Anthropology, & Social Work)*

Kathleen Jones (2005) wrote, "Mothering and academia still don't belong together." Is that statement accurate? The purpose of this FES will be to bring women together to talk through challenges they face and approaches they have found that have been successful. While there will be a brief presentation at the beginning of this session, the majority of the time will be spent in group discussion, led by table leaders who will serve as discussion guides. ■

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*The Faculty Development Committee consists of Janet Bednarek (History), Deb Bickford (Office of Provost/LTC/SBA), Rebecca Cochran (School of Law), Chuck Edmonson (Engineering Technology), Hector Escobar (Roesch Library), Elizabeth Harrison (Student Learning Services), Janet Herrelko (Teacher Education), Sawyer Hunley (Counselor Education & Human Services/LTC Fellow), Christian Kiewitz (Management and Marketing), Jason Pierce (Political Science), Jayne Robinson (Biology), Molly Schaller (Counselor Education & Human Services/LTC Fellow), Steve Wilhoit (LTC/English), David Wright (UDit/LTC/Biology), and Lora Butcher (LTC).*

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## E-Learning Seminars

E-Learning Seminars allow faculty to develop skills in creating and delivering technology-enhancements and online learning experiences for their students. In many cases the sessions include hands-on training experiences. To register for these sessions, please contact Lora Butcher at 229.3309 or [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu). Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages.

### Mastering Isidore – A Hands-on Workshop

*Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen*

Are you ready to take your class online or make the transition to Isidore? This two hour hands-on session will introduce users to the campus learning management system leaving them ready to begin building their own sites with confidence.

### Teaching Virtually with Elluminate

*Facilitated by Jerry Timbrook and Ryan Allen*

The University of Dayton piloted the use of Elluminate during the 2009-2010 school year. Elluminate is now available as a synchronous online learning and collaboration tool. Students join a virtual classroom, interact, following PowerPoints, annotate a whiteboard, poll the class, and chat through computer audio. Could this work for your class? Come and find out.



### Preventing Plagiarism with TurnItIn

*Facilitated by Leah Bergman*

How and why are your students plagiarizing papers? What can a busy instructor like yourself do about it? Come to this informative session and learn some tricks of the trade, prevention strategies, and how to use Turnitin.com – a simple online plagiarism detection service the University of Dayton subscribes to. TurnItIn can detect the slightest use of plagiarized material by comparing submitted papers with previously submitted papers in its database, the Internet, as well as periodicals and journals. TurnItIn can now also be easily used within the Isidore Assignments tool. We'll show you how it works.

### Boosting Student Engagement with Clickers

*Facilitated by Ryan Allen*

Are you tired of waiting until exam day to see how much your students are learning? Student Response Systems (SRS), or “clickers”, are becoming standard equipment in many college classrooms. These handy tools allow instructors to get instantaneous feedback through electronic polling from a large audience. Come try them out for yourself and hear who's already using them on campus.



### E-Learning Update & Idea Exchange

*Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen*

What is the E-Learning Lab up to and how do we decide what to work on? What updates can you expect to be in the next Isidore release? The E-Learning Lab will use these meetings to come together with faculty, discuss future plans, and find out where improvements can be made. It's important that faculty (and through them, their students) are involved in the future planning process.

### Isidore Tool Spotlight Sessions

*Facilitated by Ryan Allen and Leah Bergman*

The E-Learning Lab will lead eight tool specific Isidore training sessions during the fall 2010 semester. Each session will focus on one of four of the more intricate tools. You'll have two opportunities to attend a training session for each tool – Monday from 3:00-4:00 PM or Tuesday from 12:00-1:00 PM. The sessions will be hands-on, allowing faculty to both see and experience the tool. ■



## E-Learning Seminar Schedule

August			
Mastering Isidore	Monday - 8/30	2:00-4:00 PM	LTC Forum

September			
Mastering Isidore	Tuesday - 9/7	9:30-11:30 AM	LTC Forum
Isidore Tool Spotlight - Assignments Tool	Monday - 9/13	3:00-4:00 PM	LTC Forum
Isidore Tool Spotlight - Assignments Tool	Tuesday - 9/14	12:00-1:00 PM	LTC TeamSpace
Clickers	Wednesday - 9/15	3:00-4:00 PM	LTC Forum
Teaching Virtually with Elluminate	Friday - 9/17	12:00-1:30 PM	LTC Forum
Isidore Tool Spotlight - Tests & Quizzes Tool	Monday - 9/27	3:00-4:00 PM	LTC Forum
Isidore Tool Spotlight - Tests & Quizzes Tool	Tuesday - 9/28	12:00-1:00 PM	LTC Forum

October			
E-Learning Update and Idea Exchange	Friday - 10/1	12:00-1:00 PM	LTC Forum
Isidore Tool Spotlight - Gradebook Tool	Monday - 10/4	3:00-4:00 PM	LTC Forum
Isidore Tool Spotlight - Gradebook Tool	Tuesday - 10/5	12:00-1:00 PM	LTC TeamSpace
Isidore Tool Spotlight - Forums Tool	Monday - 10/11	3:00-4:00 PM	LTC Forum
Isidore Tool Spotlight - Forums Tool	Tuesday - 10/12	12:00-1:00 PM	LTC Forum
Teaching Virtually with Elluminate	Wednesday - 10/13	2:30-4:00 PM	LTC Forum
Clickers	Thursday - 10/28	12:00-1:00 PM	LTC TeamSpace

November			
Preventing Plagiarism with TurnItIn	Friday - 11/5	12:00-1:00 PM	LTC TeamSpace
Mastering Isidore	Thursday 11/11	9:30-11:30 AM	LTC Forum
Teaching Virtually with Elluminate	Friday - 11/19	12:30-2:00 PM	LTC Studio

December			
Teaching Online at UD	Friday - 12/3	12:00-1:00 PM	LTC Forum
Mastering Isidore	Monday - 12/6	2:00-4:00 PM	LTC Forum
E-Learning Update and Idea Exchange	Thursday - 12/9	12:00-1:00 PM	LTC Forum

*To register for these sessions, please contact Lora Butcher at 229.3309 or [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu).  
Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages.*

## Using Isidore to Support Your Class? Let Your Students Know!

### Syllabus Insert (Modify as Necessary):

#### Online Course Support

This course will utilize the Isidore Learning Management System - <http://isidore.udayton.edu>.

Use your Novell (LDAP) username and password to log into the system and click on the course tab to enter the site. The site may be used for a variety of things including announcements, online quizzes, assignment submissions, and discussion forums.

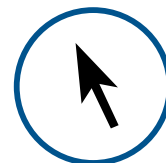
If you cannot log into the site, or if you have any problems viewing or accessing the course tab once you've logged in, it's your responsibility to contact the Udit Help Desk for assistance at 229.3888 (937.229.3888 – off campus). If you've registered for the class late it may take 24-48 hours before you gain access to the site.

For specific questions about course assignments and deadlines, please contact the instructor.

## IT Training:

### Quick answers to 'How do I do that?'

Atomic Learning provides training on over 110 of the most commonly used software applications, such as Microsoft Office, Adobe Creative Suite, iTunes and many more. Atomic Learning breaks down each application into manageable tasks and explains each task with step-by-step visual instructions in one-to-three minute tutorials. You can view a tutorial when you have a quick question about a program you're using, or you can view a series of tutorials and master an entire application.



Don't spend valuable class time teaching students the prerequisite technology topics; save students the frustration of struggling through a difficult application on their own by including a link to Atomic Learning in your syllabus or other classroom documents. Want information about how to add this tool to your Isidore, Quickplace, or other secured site? Contact Mary Jo Barrows in the IT Training Lab at [MaryJo.Barrows@notes.udayton.edu](mailto:MaryJo.Barrows@notes.udayton.edu).

#### Get Started Using Atomic Learning

1. Request UD's username and password by e-mailing IT Training at [training@notes.udayton.edu](mailto:training@notes.udayton.edu).
2. Go to <http://www.AtomicLearning.com/highed>.
3. Log in using the following username and password you received from step 1, above.
4. Click on the Training/Support tab.
5. Download the Getting Started Guide, or watch the Getting Started: Overview tutorial ■



## Need Help or Training? Call the E-Learning Lab

While the E-Learning Lab runs a variety of training sessions throughout each semester, we're always willing to meet with faculty one-on-one. If you can't attend a session due to a conflict or have a specific situation you need help with, please contact the E-Learning Lab at [e-learning@notes.udayton.edu](mailto:e-learning@notes.udayton.edu) or 229.5039. Don't get frustrated, get help!

# Host a Virtual Class or Meeting with Elluminate Live!



The E-Learning Lab is pleased to announce that Elluminate *Live!* is now available as the University of Dayton's synchronous online learning tool. (Note: Elluminate is replacing the synchronous services previously offered by WebEx). Elluminate facilitates real-time online meetings in a virtual classroom, and allows participants to join a meeting from any Internet-enabled computer in the world. Moderators of an Elluminate meeting can interact with other participants via computer audio, present a series of PowerPoint slides, annotate a whiteboard, and poll the audience. In the future, Elluminate will also be available through Isidore, allowing faculty members to seamlessly integrate synchronous learning into their class experience. An integration of Elluminate and Isidore is being piloted in the Fall of 2010. This integration will allow faculty members to infuse synchronous learning into their class experience. A full release of the integration is scheduled for the Spring 2011 semester.

## Five Great Uses for Elluminate

### 1. Never Cancel a Lecture

Going out of town for a conference? Don't cancel class; record your lecture through Elluminate before you leave! Students will be able to watch your recorded lecture while you're gone.

### 2. Conduct a Review Session in your PJs

Do you want to hold a review session outside of normal class hours? Elluminate enables you to conduct meetings from the comfort of your home.

### 3. Student Group Meetings

If students need to work outside of class on a group project, finding a time for everyone to meet on campus can sometimes be impossible. Elluminate helps group members collaborate on a project no matter where they might be.

### 4. Online Office Hours

If a student isn't able to make it to campus for your office hours, fire up Elluminate and meet them online!

### 5. Guest Speakers

Instead of flying a guest speaker in from far away, have them join your class virtually. Elluminate can help you connect to a guest speaker across the country, or even across the world.

## Elluminate's Top Five Tools

### 1. Text and Voice Chat

Whether you prefer to type or talk, interacting with students online has never been easier!

### 2. Application Sharing

Do you need to present an equation in Excel? Do you want to explain Word's "Track Changes" feature? Elluminate allows you to demonstrate software programs to all of your meeting's participants.

### 3. Virtual Whiteboard

The virtual whiteboard arms you with the perfect tools to give a winning presentation. Elluminate allows you not only to present PowerPoint slides, but also allows you and other meeting members to annotate slides.

### 4. Recordings

With just the click of a button, Elluminate will record your meetings. These recordings can be distributed to those who missed your session, and are great for students who want to review course material before an exam.

### 5. Polling

Do you want to make sure your students completed their assigned reading? Elluminate's built-in polling feature allows you to ask your meeting participants a question and tally their responses.

## Web Conferencing with Elluminate

Elluminate has been used to host two web conferencing events in the UD community. In January, the Institute for Pastoral Initiatives hosted a web conference via Elluminate that included participants from across the country as well as Trinidad. In June, the Marianist Educational Associates connected with St. Mary's University (in Texas) and Chaminade University (in Honolulu).

## Elluminate Training Dates

Ready for some hands on training with Elluminate? To register for an Elluminate training session, please contact Lora Butcher at 229.3309 or [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu).

Date	Time/Location
September 17th	12:00 – 1:30 PM, LTC Forum
October 13th	2:30 – 4:00 PM, LTC Forum
November 19th	12:30 – 2:00 PM, LTC Studio ■



To learn more about Elluminate or to request your own Elluminate room, please contact:

Jerry Timbrook, E-Learning Specialist

E-mail: [timbroje@notes.udayton.edu](mailto:timbroje@notes.udayton.edu) Phone: 229.5032

Website: <http://learn.udayton.edu/elluminate>



# Cloud Computing: What are the Benefits and Risks?

*David J. Wright (LTC, Udit)*

Just like a real cloud, it's difficult to pin down exactly what "cloud computing" means. A simple definition could be the following...

*Cloud computing is the use of distant computing resources (servers, software and networks) with a diminished need for saving files on a local desktop or laptop computer.*

This is an important new development in the way we use computers – and it will impact everyone. Fundamental shifts have often taken place since the creation of the first general purpose computers. Some of us can remember primitive video terminals connected to mainframes – but most of us are familiar with the typical image of a personal computer being on the desktop or on the lap, connecting to servers across the internet.



Cloud computing represents another shift, where the devices (mostly mobile) connect to your data and applications remotely. The devices we will be using (such as smartphones, tablets and even desktop computers) will be less responsible for storing your information. More importantly, the services we connect to (such as email) may be provided by a third party. The most popular example is Google Gmail and Google Docs.

Many institutions of higher education, businesses and organizations are moving from their traditional email systems (such as Lotus Notes) and moving to cloud-based

email (typically from Google or Microsoft). An important reason for this move is the cost savings gained by having fewer servers and the large amounts of storage space required for email accounts.

UD is currently planning on transitioning all students from Lotus Notes to Google Gmail sometime within the next academic year. Because many students have been using Gmail already, this transition should be relatively straightforward.

In the coming months, UD will be considering what the benefits and risks would be for deploying a cloud-based email access for faculty, staff and alumni. It is clear that some individuals with specific security requirements would be excluded from such a move (including UDRI). However, we need to consider the campus sentiment to moving in this direction.

Some of the benefits that can be conceived in moving to cloud-based email:

- More storage space (7 GB in the case of Gmail)
- Access from any computer using a web browser
- Greater access from smart phones
- Fewer worries over backing-up data
- Documents can be collaboratively edited simultaneously
- Institutional cost savings

Although it's convenient to think that this is all about email – cloud computing would open many other applications, including calendar and office productivity programs (authoring documents). For example, students using Gmail could also begin to write documents using Google Docs. Faculty may need to keep this in mind if students start sharing links to documents instead of the documents themselves.

We are also aware that there are concerns in moving to the cloud. In particular, there are privacy, security and legal issues. We are also aware that custom database applications developed in Lotus Notes would need to be moved or supported.

Because of the significance of moving to the cloud, we would like to invite campus feedback and discussion. One opportunity for that will take place in a Faculty Exchange Series session on Tuesday, September 21 (see page 8). Other open meetings will be announced in the fall. We also welcome emailed comments, which can be sent to [David.Wright@notes.udayton.edu](mailto:David.Wright@notes.udayton.edu). ■

# Microsoft Windows 7 and Office 2010

Microsoft has recently released new versions of its flagship products, Windows and Office. In this article we wanted to keep you abreast of the deployment of these programs at UD by answering four questions:

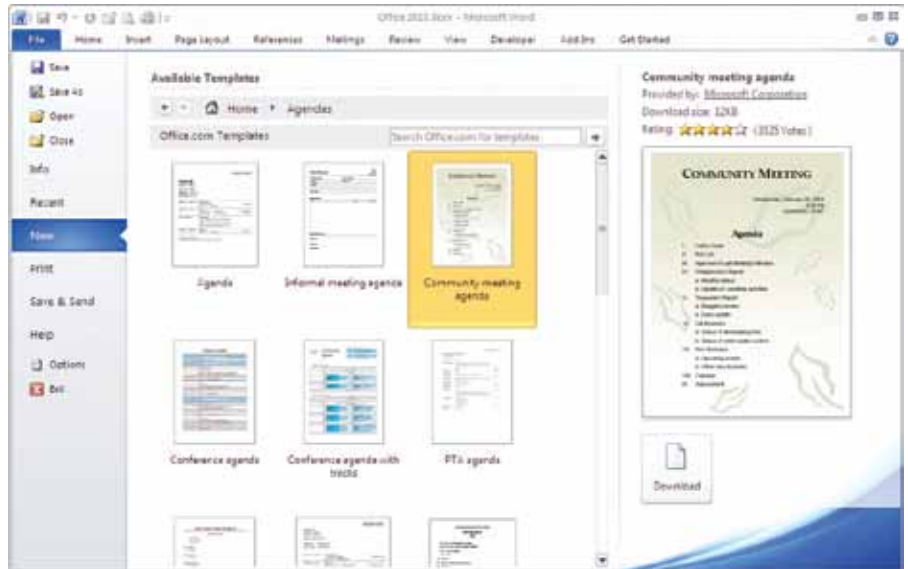
## What's New?

Windows 7 and Office 2010 are incrementally better and more stable than their predecessors. In general, the newest features are “nice to have”, but users will find the basic functions of prior versions to still be present. Although Office 2010 uses the “Ribbon and Tabs” familiar to Office 2007 users, an interesting turn of events is the reappearance of the “File” menu which expands to fill the screen to help show a print-preview or various behind-the-scenes information about an open file. Such changes are going to be small adjustments to the way we work, and ultimately all the changes in Office 2010 are incrementally helping make the program suite a more powerful productivity tool. Office 2010 and 2007 use the same file types (e.g. docx) but Access databases use a new file format. Although most users would never need to worry about it, both Windows 7 and Office 2010 are available in 32- and 64-bit versions to match the newer types of computer hardware available today. This choice should be transparent to users. Windows 7 may appear significantly different to users moving from Windows XP but it retains the basic functions. The ability to automatically snap windows to each other and the edge of the screen is among the many tweaks that improves usability.



## Availability for Faculty and Staff?

As with any new software in a large enterprise environment such as UD, we move cautiously to prevent compatibility problems with our administrative applications and infrastructure. Consequently, very few faculty and staff will see Windows 7 in the new academic year – unless Windows 7 is installed on a new office computer. Because Office 2010 has only just been released, faculty and staff computers may not have the new version of Office until academic unit-level IT staff conclude that it's safe to deploy. However, faculty that need to have the same version of Office as the students that they may be teaching (especially first year students) can request Office 2010 to be installed by their respective academic unit IT staff. If a course requires Office 2007, then it is possible to require students to downgrade if they already have Office 2010.



## Availability for Students?

As with the past two years, incoming first year students for fall 2010 are required to bring a laptop computer with specifications defined by each academic unit or major, with a fully-equipped computer available from UD's preferred vendor, HP. Consequently students have a wider range of hardware and software. We anticipate incoming first year students will mostly have Windows 7 as an operating system, although older computers will be found with Windows XP or Vista. Once students arrive at UD, they will be able to download Microsoft Office 2010, although it is possible that if they are using an older computer they may have Office 2007. Upper level students may opt to download Office 2010, but we do not anticipate wide spread upgrades.

## What Support is Available?

IT Training is already providing Windows 7 instructor-led training. Instructor-led training for Office 2010 will become available only when Office 2010 begins to be installed on faculty and staff computers. Online training resources for both Windows and Office are available through Atomic Learning. For details, see <http://training.udayton.edu>. The Help Desk will provide support to students, faculty and staff for both Windows 7 and Office 2010. ■

## Digital@U Dayton

Digital@U Dayton is an image archive made possible by University Libraries and the Department of Visual Arts. The pictures it contains can be used by faculty in their classroom and online courses, and by students in their papers and presentations.

One of the strengths of Digital@U Dayton is its extensive library of art images from a variety of cultures and time periods. Another is its large collection of photographs that portray the people, campus and culture of the University of Dayton throughout its history. There is also a collection of yearbooks that alumni can use to look up classmates and relive memories. In addition, it contains many photos of objects that represent the unique Catholic and Marianist collections held by University Libraries.

Digital@U Dayton is steadily growing to meet the scholarly needs of the University. It is the result of an ongoing digitization project that preserves original photos, slides and objects and makes them available online for teaching and research. Individual collections can be searched or viewed by browsing. Individual images can be viewed from the web browser or downloaded for use in class.

To access Digital@U Dayton from the UD campus, use this Web address: <http://digital.udayton.edu>. If you are off campus, you must first log in at this address: <http://libproxy.udayton.edu>.

If you have questions about this resource, please contact: Sherrie Brittig, Media and Digital Assets Curator at [brittisl@notes.udayton.edu](mailto:brittisl@notes.udayton.edu), 229.4273 or 229.3655. Detailed instructions can be found on the Digital@U Dayton web site, when you click the Help link. ■



## Digital Media Services from the LTC and Roesch Library

To support increased demand for digital media use in learning, teaching and scholarship, Roesch Library and the LTC have co-developed a suite of services for students, faculty and staff. These services are provided by two resources:

### 1. Media Arcade

Located in the LTC (ground floor of Roesch Library) the Media Arcade is a showcase of new and innovative technologies. Students, faculty and staff can enjoy a hands-on learning experience to get up and running with the creation, editing and publishing of digital media. The Media Arcade is open for walk-in consultations or by appointment (Monday-Thursday 8 a.m. - 7 p.m.; Friday 8 a.m.- 5 p.m.). Media Arcade services will help an individual edit his/her own digital media using the Roesch Library Media Terrace workstations.



### 2. Media Terrace

Located on the second floor of Roesch Library, the Media Terrace is a suite of workstations that are fully equipped for students, faculty and staff to create, edit and publish their digital media with the latest software available. The Media Terrace is available for walk-in use whenever Roesch Library is open. Cameras, tripods and audio recorders are also available for loan from the Information Desk on the second floor of Roesch Library.

First-time users are encouraged to visit the Media Arcade to become familiar with hardware and software before moving to the self-serve workstations located in the Media Terrace. In-class training can also be provided when a course requires media production for an assignment.

Additional faculty development programming and services are available from the Office of Curriculum Innovation and E-Learning, the Office of Writing, Research and New Media, and Roesch Library's Digital@U Dayton. ■



<b>Digital Media Services</b>	
<b>Shooting / Taping / Recording</b>	<ul style="list-style-type: none"> <li>• Equipment loan (cameras, tripods, recorders)</li> <li>• Academic events recorded (by arrangement)</li> <li>• Lecture/presentations recorded (by arrangement)</li> </ul>
<b>Media Editing</b>	<ul style="list-style-type: none"> <li>• Windows Movie Maker (movie editing)</li> <li>• Apple iMovie (movie editing)</li> <li>• Flipshare (movie editing)</li> <li>• Audacity (audio recording and editing)</li> <li>• Gimp and Paint.NET (graphics editing)</li> <li>• IrfanView (graphic viewer)</li> <li>• Camtasia (screen capture)</li> <li>• Prezi (web-based presentations)</li> <li>• Animoto (streamed animations/slide show)</li> </ul>
<b>Media Transfer</b>	<ul style="list-style-type: none"> <li>• DVD and CD burning</li> <li>• Analog to digital conversions</li> <li>• Image flat-bed scanner</li> <li>• VHS to DVD conversion</li> <li>• DVD/CD duplication</li> <li>• PAL, Floppy, Zip disks are acceptable</li> </ul>
<b>Streaming / Distribution</b>	<ul style="list-style-type: none"> <li>• Uploading to YouTube or iTunes U (podcasting)</li> <li>• Conversion of media to streaming formats</li> <li>• Conversion of videotaped events</li> <li>• Live streaming of special events (by arrangement)</li> <li>• Embedding streaming URL's into web pages</li> </ul>
<b>Conferencing Online</b>	<ul style="list-style-type: none"> <li>• Web conferencing</li> <li>• Video conferencing</li> </ul>
<b>Instructor-Led and Online Training</b>	<ul style="list-style-type: none"> <li>• Workshops and seminars (see LTC Newsletter)</li> <li>• In-class training (by arrangement)</li> <li>• Online training (Atomic Learning)</li> </ul>
<b>Emerging New Technologies</b>	<ul style="list-style-type: none"> <li>• Scheduled demonstrations of new technologies</li> <li>• Hands-on testing of new technologies</li> <li>• Examples: iPad, Flip cameras, touch screens etc.</li> </ul>
<b>Film Distribution for Courses</b>	<ul style="list-style-type: none"> <li>• UD Cable TV distribution of movies for courses</li> <li>• UD online digital movie distribution for courses</li> </ul>

For more information please contact: John LeCompte at 229.2676 or [John.LeCompte@notes.udayton.edu](mailto:John.LeCompte@notes.udayton.edu).

All uses of the services, hardware and software provided by Roesch Library and the LTC must comply with the University of Dayton Policy on Fair, Responsible and Acceptable Use of Electronic Resources.

See: [http://community.udayton.edu/it/policies/documents/FRAUP\\_policy.pdf](http://community.udayton.edu/it/policies/documents/FRAUP_policy.pdf)



## Office of Student Learning Services 2010-11 Learning Support

SLS plans to offer course-based learning support for the following courses in FA10 and, where noted, in SP11. For schedule information or other questions, please contact SLS at 229.2066 or visit the SLS web site at <http://learningservices.udayton.edu>. Tutoring schedules are finalized early each semester.

### Supplemental Instruction (SI)

The opportunity to participate in SI will be open to all students in the listed sections.

CHM 123	All sections in 2010-11
CHM 124	All sections in 2010-11
HST 103	Sections 07/P1, 08/P2, 10/P3
MTH 137	Section 01/P1
MTH 218	Sections 03, 04, 05
PHL 103	Sections P1, P2, P3, P4
PHY 201	All sections in FA10
PHY 202	All sections in SP11
REL 103	Section P3

### Study Groups

BIO 151	Sections 02, 03, 05, 07, 08 (also SP11: sections TBA)
MTH 128	Sections 02/P2, 03/P3 (also SP11: sections TBA)
MTH 129	Sections 01-04 (also SP11: sections TBA)
SCI 230	Section 02 (also SP11: sections TBA)

### Tutoring

Drop in Monday through Thursday 6:00-9:00 PM (tentatively for both semesters). Tutoring by appointment is available only in approved cases through the Office of Academic Services for Student Athletes and through the Disability Services Staff in SLS.

ACC 207, 208	ECO 203, 204
BIO 101, 151, 152	MTH 114, 128, 129, 148, 149, 168, 169, 218, 219
CHM 123, 124, 313, 314	PHY 201, 202, 206, 207
CMM 202	

NOTE: Support for ENG 101 is offered through the English Department and the LTC's Office of Writing, Research & New Media, which now houses the Write Place. Visit <http://lwc.udayton.edu/writeplace/> for information on Write Place support for student writing.

### Courses

Two learning and study skills courses in FA10 to designated students:

#### **DEV 055 Academic Renewal Course & Coaching** (also SP11: sections and times TBA)

For any students on probation (and self-select students as space allows)  
Tuesday/Thursday: Section 01 12:00-1:15 PM, Section 02 1:30-2:45 PM,  
Section 03 3:00-4:15 PM

#### **UDI 175 The Art & Science of Learning**

For entering first year students admitted through the FIRST Program  
Section M1 9:00-9:50 AM TTh, Section M2 3:00-3:50 PM TTh,  
Section M3 10:00-10:50 AM MW ■

### Testing Accommodations for Eligible Students with Disabilities:

1. Students are encouraged to schedule all tests at the beginning of each semester based upon the class syllabus and to talk with each instructor about testing accommodations.
2. Students are required to notify instructors of their desire to use accommodations up to 5 but not less than 2 business days prior to a test and to communicate their decision to use or not to use the approved accommodations for that test.
3. Students are advised to schedule tests as close to the class time as feasible, taking into account they cannot miss another class in order to take the test.
4. Students complete an online Test Request form to reserve a time to take their tests with SLS if arrangements could not be made within the department. Ideally students should do this at least 5 days in advance, but no later than 8 a.m. 2 business days prior to the date they wish to schedule.
5. SLS will schedule tests at the time and date requested by the student when possible. The student and instructor will be sent a confirmation e-mail. This does not excuse the student from the responsibility of notifying the instructor of the date and time of the test within a reasonable length of time before the test date (5 days before is preferred).
6. If the instructor has a concern regarding the test time, s/he should contact the student to clarify and notify SLS of his/her decision. If a student reschedules a test, an e-mail will be sent to both the instructor and student with the date and time of the originally scheduled time and the proposed new time. Students will not be allowed to take a rescheduled test without written/verbal permission from the instructor to SLS.

# Expanding Testing for Qualified Students with Disabilities

Erin Gibbs (LTC, Student Learning Services, Testing Coordinator/Senior Administrative Assistant)

As reported in the Fall 2009 LTC Newsletter, the Office of Student Learning Services (SLS) is now facilitating all testing accommodations for eligible students who are registered with SLS that cannot be addressed by the individual instructor.

## The general process for providing reasonable accommodations has not changed:

- Students who wish to use testing accommodations request their SLS Self-Identification forms electronically and then provide the completed form to each instructor every semester.
- Students engage in an interactive process with each instructor to discuss how accommodations will be provided.
- When possible, instructors are encouraged to provide the accommodation of extended time and a distraction-reduced testing environment in the department area, an office, or an available classroom nearby.

## As an instructor, your responsibilities in this process are:

- To work with the student and SLS in order to insure that the student is able to take the test in an appropriate manner.
- To be available to the student to discuss test accommodation needs and to determine the appropriate site.
- To deliver the test and any special instructions to SLS at least 5 business days (but a minimum of 2 business days) prior to the scheduled test in order to allow time for test conversion. Test materials submitted to SLS may need to be converted to accessible electronic formats for use with assistive technology software programs, which may include scanning, formatting, and editing to ensure accessibility. This process can take extensive time depending on the number of tests scheduled, the length of the test, and the complexity of the content, which is why SLS asks for as much processing time as possible before the test date.

Special instructions might include whether the student is allowed to use notes or books, a calculator, illustrations, or anything other than a writing implement when taking the test.

- Tests in Microsoft Word format are preferred and can be delivered electronically via email to [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu). However, a CD version or hard copy (as a last resort) will be accepted at SLS in the LTC, Room 023.
- If a scheduled test needs to be rescheduled for any reason, the change must have written instructor approval.

## SLS Responsibilities in this process are:

- To schedule the test when contacted by the student via an electronic test request.
- To send a courtesy email to the student and the instructor regarding when the test has been scheduled.
- To check all received test materials to make sure they are complete and in usable condition.
- To maintain an appropriate test environment and follow any special instructions supplied by the instructor.
- To protect the confidentiality and academic integrity of the test, materials received from instructors and any alternative text materials are either returned with the student's work or destroyed. All tests are maintained in a locked file with very limited access and absolutely no copy or master is kept on file in SLS.
- To return all materials to the instructor.
- To deliver the student's work to the instructor's department after the test and secure a delivery signature. Please note: SLS delivery will be at the end of the test day or by the end of the next business day for exams completed after 3 p.m. Instructors are encouraged to pick up the completed test in the SLS office if they want it sooner. ■

## Statistics for the 2009-2010 Academic Year

	FA 09	SP 10
<b>Tests Administered</b>	<b>446</b>	<b>339</b>
<b>Final Exams Administered</b>	<b>193</b>	<b>158</b>
<b>TOTAL</b>		<b>1136</b>



### Transitioning from STEP to FIRST

FIRST is the Fully Integrated Resource, Support & Transition Program that has replaced the venerable STEP--Summer Trial Enrollment Program--for incoming first year students who may need intensive academic support. Evidently the new program is appealing to parents and students, as we have 40 students enrolled as of July 1, a huge increase from the 14 who participated in STEP during summer 2009!

The anchor of the FIRST program will be a 2 credit hour course called The Art & Science of Learning (UDI 175). The three sections of the course will be taught by Beth Harrison and Dude Coudret of the LTC's Office of Student Learning Services and Zelda Smith, a recent graduate of the UD graduate program in Higher Education. They are developing the course in collaboration with a team of three faculty advisors: Tom Eggemeier (Psychology), Said Elhamri (Physics), and Michele Welkener (Counselor Education & Human Services).

Students will explore the intersection of research in neuroscience, psychology, and educational psychology with their own experience of and needs in learning. The course will ask students to synthesize what they're learning from their UD experiences in classes, residence halls, and co-curricular activities with what they're learning about learning and about themselves in this class.



The goals of UDI 175 are (1) to have students apply strategies and techniques from this class in their other classes, and (2) to help students develop metacognition skills that will help them be successful in college and beyond. The course will include topics such as:

- The brain and how it works, including memory.
- Learning, learning styles/preferences, strategies and techniques.
- Self-efficacy, motivation, and engagement.
- Community and responsibility in the Marianist tradition. ■

### Teaching with Technology Faculty Seminar

This fall term, the LTC will again offer its Teaching with Technology Faculty Seminar. This seminar involves a small group of faculty from across the curriculum working together to develop classroom applications of educational technologies. The faculty meet roughly every two weeks during the term to learn about a range of available technologies and to discuss and plan individual classroom projects. Whether a techie or novice, the seminar is for you so long as you are interested in using technology to improve student learning – all participants receive one-on-one technical support.

Seminar outcomes include the following:

- Participants will develop effective uses of new media technologies to promote student learning.
- Participants will receive training in a range of new media technologies.
- Participants will share with each other lessons learned in designing effective new media-based pedagogies.
- Participants will help the management team identify effective new media-centered faculty development and student support practices.

A call for participants will go out through campus email early in the fall term. The seminar is limited to ten participants. If you would like more information, contact Damon Sink at [damon.sink@notes.udayton.edu](mailto:damon.sink@notes.udayton.edu). ■



## LTC's Write Place Provides Beneficial Service to Students

With the start of the new academic year, UD students can expect the same great service from the Write Place. Last year the Write Place, staffed by 25 undergraduate writing consultants, served a record number of student-clients, hosting over 1,800 one-on-one writing consultation sessions. In these sessions, students benefited from discussions with the writing consultants on the content of their paper, the organization of ideas, and grammar. Over 300 student-clients completed an evaluation of their writing consultation session; all students who took the survey commented that they would use the Write Place again!

### Mission

The Mission of the Write Place is one of service: writing consultants appreciate the uniqueness of individual learners and work with all students in their efforts to become better writers. Write Place consultants encourage, guide, and support student writers on any writing assignment and at any stage of the writing process.

While many first-year students use the service, helping them to gain some confidence as a new college-level writer, the Write Place also serves upperclassmen and graduate students.

Students are encouraged to use the service anytime! The Write Place has helped with a wide range of writing challenges such as:

- First-year student's English 101 papers
- International student's mastery of English idioms
- Upper-level student's research papers
- Student's applications to graduate school



### Faculty Support

While the Write Place is a student service, its mission of service extends to all on campus. Faculty are encouraged to schedule a classroom visit from a Write Place consultant. Write Place consultants visit classes to explain to fellow students the benefits of a writing consultation session. These visits generally last 5-10 minutes and help to clarify questions and concerns some students may have about the service. A syllabus statement is available for faculty to use, succinctly identifying the Write Place mission, office hours and location. This statement is available on the web at: <http://LTC.udayton.edu/writeplace>. If you would like more information about the Write Place or to schedule a classroom visit, please contact Christina Klimo, Write Place Coordinator, at [klimochm@notes.udayton.edu](mailto:klimochm@notes.udayton.edu) or 229.2068.

### New Location

Last year, Roesch Library invited the Write Place to relocate from a small fifth floor office to a roomy space located on the west end of the Library's second floor. This new location offers student-clients many benefits. The new office space is larger which allows for a more private writing consultation experience, provides students a quiet place to relax or study while they wait for their writing consultation to begin, and puts students closer to the primary researching tools they may need when revising their writing assignments. This new location illustrates the LTC and Roesch Library's commitment to enhancing the academic experience of UD's students. ■

### Digital Drop-Off

The Write Place also offers an online support option for students called Digital Drop-Off (DDO). DDO is accessible through the Write Place web site at: <http://LTC.udayton.edu/writeplace>. Select "Digital Drop-Off" from the menu on the left.

Students may use the DDO service as often as they like. Consultants will offer comments on content, organization and grammar. Students can expect a response to their paper within 48 hours. A Lotus Notes username and password are required to use this service.

### New: Expanded Drop-In Hours!

The Write Place will open for business for the 2010-2011 academic year on Tuesday, September 7. Write Place is a free service available to all UD students. Students can drop-in to the Write Place without making an appointment. New for this year, the Write Place has increased the hours of operation. Drop-in hours are Monday through Thursday from 10:00 a.m. to 8:00 p.m. and Sunday from 4:00 to 8:00 p.m.



Academic Affairs and Learning Initiatives (AALI) programs and services support the University mission by enhancing learning and teaching, promoting the professional development and engagement of students, faculty and staff, and integrating learning and living in community. As a partnership between seven University-focused areas, these offices and centers support the work of UD academic units and the UD campus learning environment. AALI is led by the Associate Provost for Academic Affairs and Learning Initiatives.

### New “Home” for Career Services

Career Services moved to Alumni House from the Caldwell Street Center in late July. Career Services originally moved to Caldwell Street (then the Jesse Philips Center) from the fourth floor of St. Mary’s in September of 1982. The move to the Alumni House was made necessary by the scheduled demolition of the Caldwell Street Center. Alumni House was once the home to eight apartment units and served as the location of Alumni Outreach (Alumni Relations) as recently as 2008.

The Alumni House is spacious facility which turns 100 years old in 2010. The new location will allow Career Services to continue to serve employer, student, and alumni needs in a high traffic area at the edge of the student neighborhood. Career Services includes 11 full-time professional staff members and ten student staff members, providing comprehensive career development and job search-related services. Career Services will be hosting an Open House in the Alumni House on Monday, September 13, from 2-6 p.m. for all members of the University community and regional employers. Please visit <http://careers.udayton.edu> for more information on Career Services. ■



### ArtStreet Announces Dayton Contemporary Dance Company Residency

ArtStreet is pleased to announce that Dayton Contemporary Dance Company will serve as UD Community Artist in Residence for the 2010-11 academic year. DCDC is a 40-year old, highly acclaimed professional dance company, founded in Dayton, that has made a significant contribution to the history of American dance. DCDC dancer Crystal Michelle Fuller will be the primary liaison, coordinator, and conductor of the residency activities. Other DCDC dancers will also participate in or conduct residency activities. The residency program is administered through funding from AALI.

A residency schedule is being developed that is designed to impact UD students of all years and majors. Those with little or no experience with dance will have the opportunity to develop experience in movement and gain an historical awareness of the discipline, the dance company, and its influences. UD students with experience and/or involvement in dance will be provided with opportunities for mentorship and advanced technical assistance from professional dancers. The program also targets cross-disciplinary collaboration among DCDC, faculty, and students to create academic and experiential learning activities such as course development and performances.



Residency activities will be open to all students and will take place at ArtStreet, the RecPlex, and other campus locations yet to be determined. Activities of the residency will include:

- Weekly student workshops/classes on Tuesday nights from 8-10 p.m. in the RecPlex throughout the year
- Participation in the ArtStreet LLC resident class meetings
- Brown-bag dance performance in the Torch Lounge on Thursday, September 23rd
- Mini-performance at the annual ArtBeat Festival of the Arts on Sept. 24th, 2010
- Working with students to create a liturgical dance performance for the Black Catholic History Month Celebration Mass on November 14th, 2010
- Open company rehearsal in Boll Theatre on Nov. 30th, 2010, and another in Spring 2011 (date TBD)
- Working with students to prepare for a possible performance at the Celebration of the Arts on Tuesday, April 5th, 2011

We are very excited about the potential of this residency to connect to students, and welcome your comments and ideas about linking your area to these residency activities – many possibilities exist for collaboration. For more information, please contact Susan Byrnes, Director of ArtStreet, at 229.5103 or [byrnes@udayton.edu](mailto:byrnes@udayton.edu). ■

## University Honors Program Welcomes New Director

The University Honors Program begins its 37th year with a new director. Dr. David Darrow, Associate Professor in the Department of History and recent Director of the International Studies Program, began his first term as director on July 1, 2010. Dr. Patricia Hart, following her successful tenure as director of the UHP for the past four years, stepped down to return as a full-time faculty member in the Department of Teacher Education.

This year the UHP will have its largest graduating class, with 84 graduates in May 2011 and 9 in December 2010. It will also welcome the largest incoming class in August of 344. In addition, several prestigious scholarships were won by University of Dayton students, the process coordinated through the UHP. National awards included Boren, Goldwater, Rotary Club and a French Ministry of Education Teaching Assistantship. ■



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## Women's Center Joins AALI Team



After seven years of existence the UD Women's Center, with its broad mission, large and diverse constituency, and small staff, has joined the AALI "team." Because it serves ALL UD women – faculty, staff and students - where best to site the Center within the university's institutional structure has evolved. This most recent move reflects the fact that two of the Center's constituencies fall under the Office of the Provost, but more importantly it enables existing collaborations between the Women's Center and other AALI team members to continue to grow and will undoubtedly give rise to new ones in the future.

While the Women's Center expends a significant amount of its resources – human and otherwise – on student-focused initiatives such as last year's collaboration with Career

Services to pilot the Start Smart compensation benchmarking and negotiation workshop for junior and senior women students, Center staff also work hard to connect and support faculty and staff women in myriad ways:

- A bi-semester newsletter celebrates the many accomplishments of UD women while sharing important health and wellness information and drawing attention to challenges that remain.
- Six UD women are alumnae of the prestigious HERS Summer Institute at Bryn Mawr under a 5-year old initiative coordinated by the Women's Center and funded by the president and provost.
- Now in its eighth year the Center's mentoring program has matched 80 women mentees – 22 faculty, 58 staff – with carefully chosen mentors (women and men) for a formal mentoring relationship lasting from October to May each year.
- Faculty and departments wishing to bring programs in celebration of Women's History Month or scholars to address important women's issues have found a willing logistical and financial partner in the Women's Center.
- Informal receptions in the Women's Center have brought new women faculty in contact with established women faculty they might not otherwise meet, thereby helping them make connections beyond just their departmental colleagues.
- The Center's collaborations and co-location with the Women's and Gender Studies Program have fostered the creation of innovative learning experiences such as a faculty-led Saturday morning "coffee" discussion.
- A library in the Women's Center houses a variety of subscription publications (e.g. Women in Higher Education, the Harvard Women's Health newsletter, etc.), over 1,000 books on topics ranging from women of color, to GLBTQ people and issues, to social justice/climate, and information about women-focused community resources (e.g. Artemis, Womanline, etc.)

"Connected, distinctive, and community-building..." is central to the mission of the UD Women's Center. As the points above illustrate, Center staff have kept busy the past seven years supporting the women of UD in order to "...foster a strong educational community in which women and men are supported, challenged and prepared to learn, lead and serve." That important work will continue in AY 10-11 with the support and engagement of the AALI team. ■

# brother joseph w. stander symposium

## Annual Celebration of Academic Excellence - April 2011

### What is Stander?

The Brother Joseph W. Stander Symposium is the University's annual forum to showcase faculty-mentored student research and scholarship at all degree levels. It is an alternate day of learning where instead of learning from behind a desk, students are encouraged to present their scholarship and participate as a community learner.

### When is Stander?

The 2011 Stander Symposium is Wednesday, April 13. Check the Calendar of Events page on the website for details on all Stander related events: <http://stander.udayton.edu/calendar>

### Who can participate in Stander?

The Stander Symposium is intended for undergraduate and graduate students, faculty, staff, and alumni; for anyone interested in participating as a presenter or a member of the participatory audience.

### How can students and faculty participate?

Students can present their work either individually or as a group. There are two registration types:

1. Poster – students create a poster to display during the general session in the ballroom
2. Presentation – students are assigned to various locations throughout campus to give an oral report, display visual arts, present panel discussions, or give a live performance

Through participation in the Stander Symposium you give students the opportunity to:

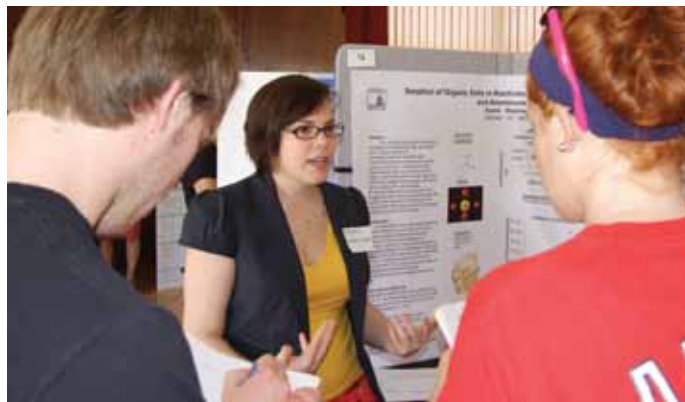
- Present projects from research or coursework in a public setting
- Highlight the work of individuals or groups of student within your discipline
- Use ideal formats for presenting creative efforts or scholarship
- Spend the day engaged in an alternate learning environment

### How do students and faculty register projects?

All projects must be submitted online through the registration site. Registration will be available beginning November 29, 2010; the deadline is March 14, 2011.

### Who was Brother Stander?

Brother Joseph W. Stander, S.M., was a Professor of Mathematics and Provost (1974–1989) at UD. The Symposium was instituted in 1989 as an ongoing tribute to him and all who carry on the Marianist tradition of education through community. ■



### 2011 Stander Dates

#### Monday, November 29, 2010

Online registration begins

#### Monday, March 14, 2011

Deadline to submit projects

#### Tuesday, April 5, 2011

Celebration of the Arts: Opening Performance | Schuster Center, 8 PM (Free. Tickets required.)

#### Tuesday, April 12, 2011

Opening Mass | Immaculate Conception Chapel, 12:05 PM

Keynote Address | UD Campus, 7 PM  
(Free. Tickets required.)

#### Wednesday, April 13, 2011

*Is an alternate day of learning; standard undergraduate classroom-style classes will not be held.*

Day at the Stander | Various Campus Locations, 10:30 AM - 5 PM. All day long students from a variety of academic fields will display posters, make presentation, exhibit artwork, give live performances, and serve as audience members for their peers.

Celebration of the Arts: Closing Visual Arts Exhibition and Reception, Rike Center, 5 PM to 7 PM (Awards 6 PM)

*For details on Symposium events,  
visit our web site: <http://stander.udayton.edu>  
Still have questions? Contact [stander@notes.udayton.edu](mailto:stander@notes.udayton.edu)*

## UD's Newest Front Porch

<http://porches.udayton.edu>

The best online gathering place for faculty, students and staff. Porches is one piece – and the most visible to campus users – of the ongoing, campus-wide Banner Enterprise Resource Planning (ERP) software implementation. Access to Banner modules (e.g. student, human resources, finance) is made available through Porches as these tools are implemented. Additionally, focus groups held early in the process provided a long “wish list” of features and tools which faculty, students and staff would eventually like to see included in Porches. The site will continue to evolve over upcoming months and years.

After months of preparation and beta testing by many users across campus, Porches opened to the campus community this February and student registration was conducted through the site this spring. The strategic decision to launch a “basic” version of Porches enabled the implementation team to ensure a smooth roll-out of the new Banner registration process. Staff working closely with registration have reported great success with the transition from WebReg to Banner.

Currently, Porches hosts a range of resources including: announcements; campus news and events; links to existing campus resources; a campus address book and website search; and access to Banner registration, advising and financial aid. Porches displays a photo and video of the week along with headlines from athletics and dining services menus. A feature called “Group Studio” allows organizations to post content and announcements to a defined group of members, much like Lotus QuickPlace. Other departments and organizations are working to develop additional content (or “channels”) for this fall.

The success of Porches depends upon the quality of content it provides. We encourage the involvement of faculty and students to help make this happen! Email [porches@udayton.edu](mailto:porches@udayton.edu) to reach the Porches team for more information about how UD's new front porch can help with your campus communication needs. ■



## Reservations in the LTC

The LTC's innovative architecture is designed to encourage discovery, learning, reflection, and conversation. With seminar and meeting spaces, a classroom, a cozy fireplace, and several conversation areas, the LTC is simultaneously a functional meeting space and an experimental, impromptu gathering place.

The LTC spaces are available for reservation during our normal operating hours (some restrictions apply). Space is available to non-LTC residents based on the same dates that Kennedy Union uses for scheduling. Spring 2011 reservations begin November 1.

Contact 229.4898 or use the reservation link at <http://LTC.udayton.edu> to schedule your events.

## Confidential Consultations

Staff and faculty working in the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics:

### E-Media:

John LeComte – 229.2676

### IT Training:

Mary Jo Barrows – 229.5676

### E-Learning:

Ryan Allen – 229.2233

### Student Learning Services:

Beth Harrison – 229.3383

### Faculty Development & Curriculum Innovation:

Beth Harrison – 229.3383

David Wright – 229.4604

Steve Wilhoit – 229.5317

**The LTC is getting a “fresh coat of paint” -- on the web!**  
**Check out our new look and all our learning and teaching resources at <http://LTC.udayton.edu>.**



**Try Any Grande Specialty Drink**

**Only \$2.50!**

the Blend

Redeemable at The Blend (In the LTC, Ground Floor of Roesch Library) or The Blend Express (Miriam Hall)

Offer expires 12/17/10





Ryan C. Harris Learning Teaching Center  
Ground Floor - Roesch Library  
+1302

## Changes to the 2010-2011 Academic Calendar

You will notice that several key changes have been made to the 2010-2011 academic calendar. This calendar reflects changes made after a great deal of discussion among our academic and administrative leadership. While the new changes will disrupt some of our past practices, overall, it will provide a good foundation for developing new and innovative academic opportunities that may further strengthen our academic reputation as well as the career-readiness of our students.

- The Christmas break between the fall and spring semesters has been extended. The spring semester will now begin on Tuesday, January 18th.
- Weekday study days have been eliminated.
- The spring semester includes a four-day midterm break and a five-day Easter break.

The decision to move forward with these changes responds to needs expressed by students and their families and brings opportunities and benefits to the UD community as well, including:

- providing faculty additional time to attend to their scholarly endeavors, do research, travel, and allow them to modify/improve their syllabus and lecture
- affording additional time between semesters for professional development, service learning, and other creative study/service abroad endeavors, etc.
- allowing the University to cut costs and become more green with energy savings to be gained by closing buildings that essentially are not in use during the break
- granting opportunities for faculty, staff, and the administration to provide additional outreach and support to students academically at-risk after the fall semester, and
- returning students and faculty, after an extended Christmas break, should be more refreshed and eager to learn and to teach.

DECEMBER						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

While the Provost is confident that the 2010-2011 calendar will provide a better educational experience for all, he does value your input on issues which should be considered or kept in mind. The Provost Office will continually assess the calendar structure in an effort to provide future academic calendars that will enhance our learning and teaching environment.

The final 2010-2011 University of Dayton Academic Calendar\* is now available for viewing at [https://registrar.udayton.edu/academiccalendar\\_2010\\_11.asp](https://registrar.udayton.edu/academiccalendar_2010_11.asp).

*\*The School of Law operates under its own unique academic calendar. ■*